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ABSTRACT

Prescriptive teaching was reported to be the subject of an institute (August 1972) which showed teachers how to use a conceptual model of the learning system, how to help children develop self concept so as to overcome maladaptive behavior, and how to write educational procedures for individualized instruction. The conceptual model was described in terms of a road map for building skills in movement, vision, audition, language, communication and mathematics. The model also was used to show how a child collects information about his environment through eight modes (the five senses, feeling, saying, and moving), and processes the information through perceptual, conceptual, and cognitive integration for performance of specific activities. Suggested for teachers were six basic prescriptive tools, such as observing the child in a learning situation, or analyzing tasks to determine behavioral objectives. Discussed were the child's external environment (a fight at home when the child got up was given as an example of cause for later disruptive behavior), the child's internal environment (such as hearing and seeing), learning centers, and task analysis (questions were posed in relation to each task). A case study of Tom, who was 13-years-old, appeared older, functioned at fourth grade level in mathematics, and frequently displayed anger, was discussed to show how the teacher could determine a child's needs (through vision tests or specific tasks), and help the child develop good self concept. Included is a "progress pathway" which contains approximately six to 35 prescriptive tasks for each of the areas of learning readiness; basic skills for learning; recall, language, thinking, and reading skills; mathematics; attitudes; and behavior. (MC)

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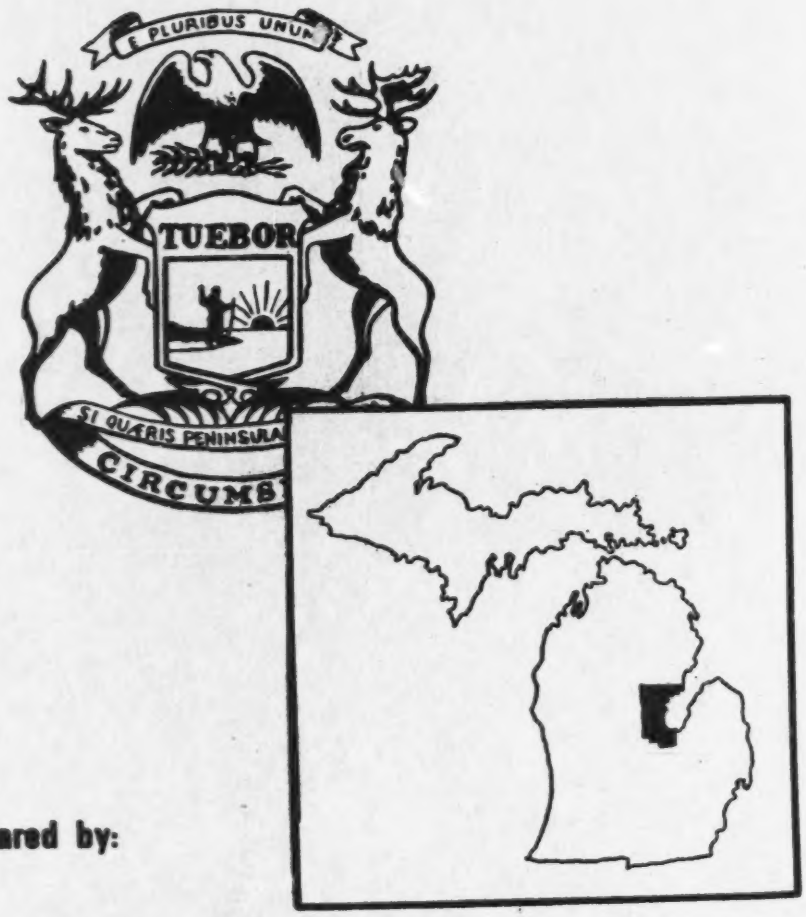
Developmental Learning in Urban Areas



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DEVELOPMENTAL LEARNING IN URBAN AREAS:

AN OVERVIEW OF LEARNING DISORDERS FOR DETROIT TEACHERS*

*Under provisions of Public Law 91-230:

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FEDERAL INSTITUTE

August, 1972

Sponsored by: Michigan Department of Education
Division of Special Education

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INTRODUCTION

The Institute's main purpose was to convey the essentials of prescriptive teaching. Toward that end, it first focused on a conceptual model of the learning system and how it provides a road map toward building skills in movement, vision, audition, language - communication, math, and other school subjects. Also detailed were the initiation and implementation of learning centers as a means of providing better learning opportunities.

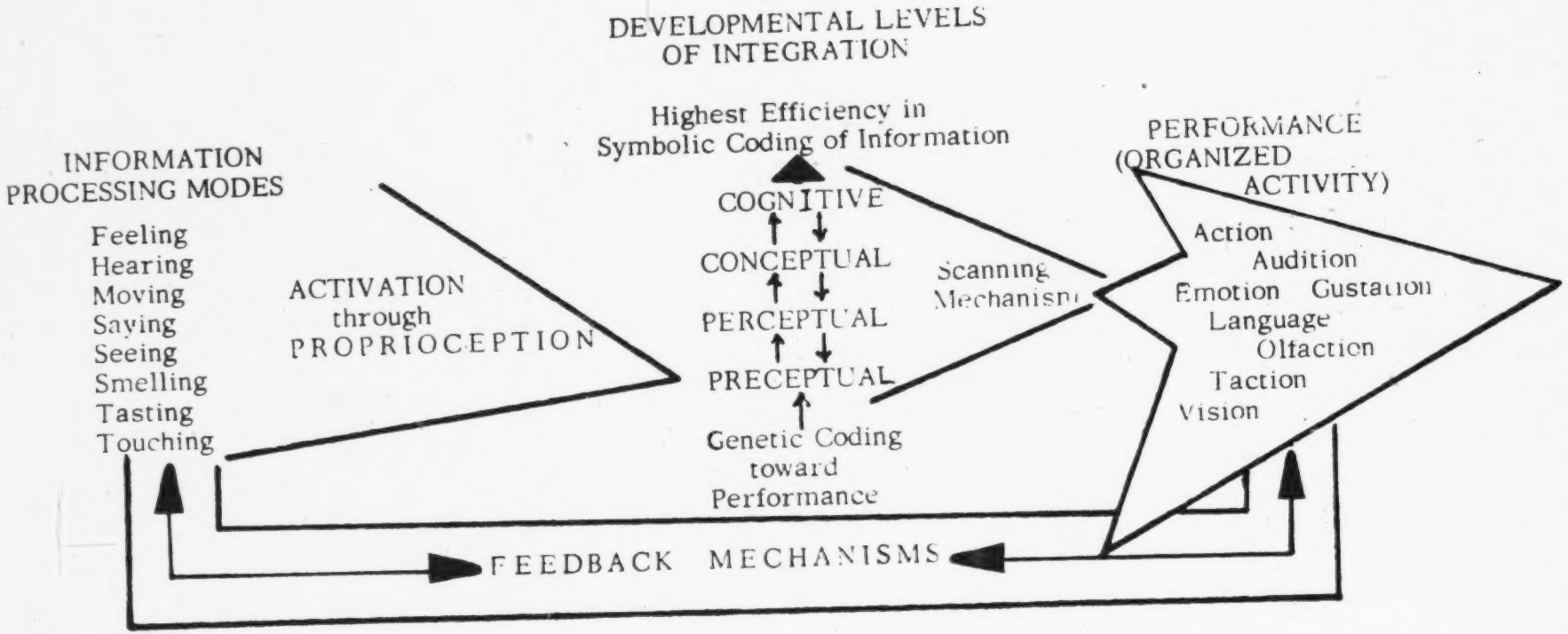
The Institue next focused on the teacher's role in aiding children's ego development and in how to help them overcome their maladaptive behavior, both through individual and group intervention.

The final focus concerned how to write educational prescriptions for the whole child.

The conceptual model of the learning system (Figure 1) used in this Institute focuses on learning having the biological purpose of enabling the child to cope with his environment. To be able to cope with the environment, the child first must gain information about that environment. He does so through the information processing modes. These include more than the five senses, because other modes, such as feelings (affect), can provide valuable information about the people and the emotional climate of the child's surroundings. The teacher is concerned with those modes to know if they provide the child with accurate, distorted, or only partial information about the world around him.

Figure 1

FUNCTIONAL LEARNING SYSTEM



Information obtained through those modes becomes more and more integrated and codified as 1) each information processing mode practices, organizes, and refines its skill in getting its information (the preceptual level of integration); 2) combines information from two or more modes into a clear, meaningful mental image (perceptual level of integration); 3) group those percepts into various categories with varying degrees of abstraction (conceptual level of integration); and 4) there is a complete understanding, which is only temporary, because as new information becomes available, it, too, must be integrated into the learning system. Because the conventional curriculum starts at the perceptual level, and often at the conceptual level, the teacher's concern is whether the students have sufficient opportunity, when needed, to develop basic skills at the perceptual level. The teacher is also concerned whether students receive enough opportunity to get a clear and lasting understanding of new ideas.

To use the conceptual model as a road map to the child's learning system, the teacher needs training in six basic teaching tools (Figure 2). Because these tools are new to most teachers, about two years of training is required to develop facility in the everyday use of these teaching tools, Once achieved, these tools enable the teacher to provide educational opportunities to the whole child on an individualized basis.

Effective Educational Systems, Inc., Poplar Cove, Box 140, Onancock, Virginia 23417, Phone: 703-787-2800

Figure 2

THE TEACHER'S TOOL KIT

1) HOW TO OBSERVE A CHILD AS HE GOES ABOUT THE ARDUOUS TASK OF LEARNING, SO THAT YOU CAN DISCERN WHAT FACTORS HELP OR HINDER HIS LEARNING.

2) HOW TO ANALYZE ALL TASKS PRESENTED TO A CHILD, SO YOU KNOW WHAT SPECIFIC QUESTIONS THOSE TASKS REALLY ASK.

3) HOW TO DECIPHER THE DEVELOPMENTAL LEVEL OF A CHILD'S VARIOUS SKILLS, TO INDICATE THE LEVEL AT WHICH HE NEEDS HELP TO BE ABLE TO LEARN SUCCESSFULLY.

4) HOW TO APPROACH HIS LEARNING PROBLEMS MORE SCIENTIFICALLY -- TO DETERMINE THE SPECIFIC BEHAVIORAL OBJECTIVE HE NEEDS TO ACCOMPLISH NEXT IN ORDER TO FURTHER HIS DEVELOPMENT IN KEY SKILLS

5) HOW TO SET UP AND MANAGE LEARNING CENTERS WITHIN THE CLASSROOM, SO THAT CHILDREN CAN PROFIT FROM THEM IN ACTIVITY GROUPINGS ACCORDING TO THEIR DEVELOPMENTAL NEEDS.

6) HOW TO HELP EACH CHILD BECOME BOSS OVER HIMSELF, SO THAT HE DEVELOPS INCREASING SELF-SUFFICIENCY AND SELF-RELIANCE, REQUIRING LESS AND LESS BOSSING FROM OTHERS IN ORDER TO MAKE ADAPTIVE DECISIONS ABOUT HOW TO BEHAVE.

HIGHLIGHTS OF THE INSTITUTE

All behavior has a cause. Therefore, children should not be labeled before we look for the cause. Then we should try to modify the behavior for the good of the children.

Our society is more uptight and has a harder time dealing with anger than with sex. Problems of expressed anger, tantrums, and threats seem to be harder for us to deal with because they're often taken to be more personally threatening than are sex problems.

The Child and the External Environment

An example of a behavior problem that has its cause in the external environment (outside the child) is having a fight at home when he got up in the morning.

Another external cause of a child's maladoptive behavior could be the teacher. The teacher could be having a bad day, which would in turn cause a student to have a hard time in the class. Children are more comfortable when teachers admit that they, too, are human and admit it.

Many students are very adept at "playing games" in response to what the teacher stimulates. If a teacher believes in children, then the children will perceive this and be more likely to measure up to the teacher's expectation. If the teacher downgrades or dehumanizes a child, he will probably behave accordingly.

Another external cause of behavior problems in children is parental. Sometimes it's hard to get parents to work together with

schools because their experience tells them that all they will hear is what's wrong with their children, or that their home situation is not acceptable, or that they should change the way they keep their home. However, if parents know why you want them in school; i.e. to help their child and to help them help their child, then they are more apt to come. Schools must share with and respect parents if schools expect parents to work conjointly with them. Educators can become a nucleus for change in the lives of children, in their homes and with their parents, if attitudes are kept positive.

. . . .

It is necessary to help all classroom teachers and administrators understand the educationally mentally handicapped and trainable mentally retarded students housed in their buildings. Teachers can, without meaning to be cruel, say things to their classes concerning special education students, which in turn is heard by the special education students. Such negative comments affect their self concept.

There is a need to communicate with the public, as well as educators, about special education classes, so that an understanding of these children's special needs is established.

. . . .

Parents must be taught to understand the developmental growth and needs of their children. Reports to parents should be in develop-

mental terms rather than letter grades. Parents must be part of the child's program so the guilt connected with retardation and/or other learning problems can be lessened. Parents must also be helped to plan realistically for their children from a very early age as to goals and expectations.

The Child and the Internal Environment

The Information Processing Modes:

Seeing is important in school-oriented tasks because about 80 per cent of them require children to use vision. Some signs a teacher can watch for in the classroom to tell if a child is having visual difficulty include: holding material too closely to eyes, tilting the head in one direction while doing desk tasks, watery eyes, excessive blinking, rubbing the eyes, redness of the eyes, refusal to do near-space tasks, or not attending to tasks as they are presented. Any combination of the above should be checked further to determine whether the child has difficulties with vision.

Hearing: In addition to the possibility of a number of different types of hearing loss, a child may have difficulty with this mode of "input" without any actual physical hearing loss. Areas of possible problems are: discrimination of sounds, remembering what was heard, remembering it in accurate sequence, and the "closure" of sounds into meaningful words.

Physical classroom settings can cause a good deal of auditory distortion in children. Therefore, care should be taken to reduce as much as possible noise from hard surfaces by using such materials as scrap pieces of carpet, or egg cartons arranged into designs, acoustical tile, curtains, etc.

Saying: Teachers must listen to and observe what a child says. There is a difference between a child feeling "uptight" about oral communication and having an actual defect in this area. There are many ways to help a child learn to structure a sentence, build expression, label items, and overcome shyness in speaking. Some shy children start to communicate through puppet play or other indirect special exposure. If a child can learn to communicate to his own satisfaction at this level then go on to more spontaneous speech.

Moving: Children learn best by actually doing. To be able to "do," they must be aware of their position in space in relation to other objects, as well as move themselves through space to reach a destination. They must know the mid-point of their bodies, and the left and right sides of their body.

Information from movement, vision, and hearing must be unified and integrated for effective information processing.

Feeling: For children to learn to settle differences through communication rather than fighting, teachers should show children the model of being able to express feelings honestly and use them constructively.

Teachers should relate to students as helping persons, not necessarily by always approving of their behavior, but by understanding it and helping children find better alternatives in handling a given situation.

Children must learn to respect themselves before they can respect others. This also helps children become "boss over themselves."

We must look at feelings developmentally the same way we do math and reading.

Learning Centers

For activity groupings within learning centers to be successful, the concept must be carefully prepared for by the school districts, school administrators, teachers, and students so that the physical set-up of the rooms and the children's levels of learning ability are taken into account.

Centers for reading, science, art, mathematics, or anything else in a particular curriculum may be established in a classroom. There is nothing holy about the number or types of centers within a classroom.

Students of different abilities can work at the same center when the materials are sufficiently varied to meet a wide range of developmental needs.

Teachers must make certain that children know what is expected of them in the centers. Children have a schedule or passport which

allows them to know which centers they will be in during the day and what tasks they are to accomplish within each center. Centers can be color coded, pictured, numbered, etc. so that a non-reading child can find his centers easily. Many varied activities to teach the skills needed by the child should be available at each center.

Children can and do learn from other children, sometimes better than from the teacher.

Planning and organization are the prime factors for success in the learning-center concept of teaching. The materials used must be interesting and on each child's skill level. Behavioral expectations must be made clear to the children for each task in each center. Signals should be available so that if a child needs the teacher's help on a task it can be given.

Children should be involved in planning for the learning centers and group activities needed. They must help to set up the goals and objectives for such activities.

Task Analysis

Observation of children in school settings must be continuous so that on-going, specific objectives can be made. To implement those objectives, teachers should know how to do task analysis. A teacher should always analyze all tasks presented to a child to see what the task really asks the child to do, and to determine where in that task the child could fail.

Task analysis should ask the following questions:

1. What is the stated objective of the task?

   What is the goal you are trying to accomplish for the child by giving him that task?

2. What questions does it really ask?

   Try it yourself and see!

   What are the instructions?

   Are they clear?

3. What are the influence of:

   Color

   Shape

   Clarity of print (or audio tape)

   Sturdiness

   Safety

4. What are the levels of interest and appeal to the child?

5. How much time does it require?

   Can he leave the task and come back to it?

6. What skills could it help build?

7. What tasks come before and after this task developmentally?

8. In regard to the child's total ego development:

   How should the task be presented?

   How can it help interactional growth?

   How can it help improve self concept?

CASE STUDY

Information

Tom is 13 years old, but equal to a 16-year-old boy in size. In reading, he is instructional at the third-grade level. In math, he is working at a fourth-grade level.

When copying work from the board, Tom looks up from his paper 30 to 40 times in order to copy a word or a math problem. While reading from a book, he usually loses his place, skipping words, or ending up on the line below the one on which he was reading.

When playing baseball, he usually strikes out, but on the rare occasion that he hits the ball, it's usually a homerun. When catching, he usually misjudges the ball, and, therefore, makes an error. When he throws the ball in from the field, he burns it in, but usually it goes no place near the intended catcher.

When given an assignment, he usually complains that it is "baby stuff." When frustrated, Tom throws his books, papers, and anything else in his desk. One time he got so angry that he ripped the chalkboard off the wall. He also is very intolerant of the behavior of others, cursing at them and threatening to beat them up for the slightest deviance in behavior. He also curses the teacher and threatens her.

Tom's mother is a single parent who works hard and is out of the home a lot. Tom's older brother advises his mother that Tom is crazy and should be put away.

During the summers, Tom does not play with the other children. Instead, he likes to build things in his basement. Although what he builds is not very accurate, he can spend the whole day, week after week completing a project.

In class, Tom is very vocal and is able to organize his ideas well. However, his speech usually is lacking in descriptive adjectives which relate to size, distance, and textural differences. When he speaks, the children don't usually converse with him because they find it difficult to understand his dialect. However, they try hard not to laugh at him for fear of his anger.

Tom has the habit of holding his head to one side, cocked toward his right shoulder. His posture is also poor, and his left hip seems considerably lower than the right hip.

The teacher who had him last year was glad to get rid of him because of his anger and because he was continually telling her what a terrible teacher she was.

Prescription

Tom should be referred for a visual examination to determine whether he has any visual problems that are causing difficulties in academics and are contributing to his poor behavior in the classroom. As time is a factor, while waiting for the results of such an examination, there are things which could be done in the classroom to help strengthen certain visual skills. Visual memory could be strengthened by:

1. Offer a pattern of three objects and have Tom duplicate it.
2. Using the overhead projector, flash numbers or words on a screen and have Tom repeat them.

Visual tracking could be strengthened by:

1. Having Tom follow a target on a blackboard or projected by means of an overhead projector. Such activities as bowling, horseshoes, shuffleboard, or bean-bag toss could be beneficial in keeping his eyes on a target.
2. At his desk, he could do dot-to-dot tracing, or block patterns. After putting a sheet of acetate over a book page, he could see how quickly he could dot the o's, circle the i's, etc.

Visual judgment of sizes and eye-hand coordination exercises could be combined with Tom's interest in building. Match variously sized bolts with nuts, sequence variously sized wrenches, sockets, etc.

Build and measure objects. Draw on the chalkboard a geometric form he has just seen flashed by the overhead projector. After he draws it, the projector is turned on again and he can compare his drawing with what he first saw.

Tom's posture needs improvement. It is necessary to check if this is visually connected. If not, a poor self-concept could be a problem because of his size in relation to his peers.

In reading and language arts it is probable that at age 13 he is discouraged with hard-cover books and might benefit from a language-experience approach to reading. He could dictate or type his own experience story and begin to build a "word bank." Then Tom could categorize, alphabetize, and manipulate the words from his word bank into phrases, sentences, and stories. He could build his own library of books written on his interest level.

An individual "reading pacer" could be made for Tom, so he could read his story by pulling a paper strip through a cardboard holder, while a classmate helped him not to skip words or phrases.

Tom's behavior is a prime problem. Of first importance is to help him with his self-esteem. If Tom gains a better concept of himself, he would be better able to control his impulses and have more respect for others. To help him with his self-esteem, the teacher could place him in the role of "teacher." In that role he may feel as though he was not in a threatened position. Tom could be "teacher" in areas that would concern woodwork and constructing things since that is a comfortable area for him.

If he "cut other kids down" when they made mistakes or acted up, the teacher could say to him that he seemed to know how to handle children in that way very well; where did he learn it? From there, the way his brother had treated him could be explored. As a next step, Tom's feelings when his brother calls him names could be explored. Perhaps in this way he could be helped to see that others have the same feelings he does.

As a later step, Tom could be helped to see that there were options open to him as to how he behaved in any given situation and he could be given practice in choosing options: 1) if he behaves in a maladaptive way, he could be helped after he quieted down to go back over the situation and see what other options had been open to him; thus, helping him choose more adaptive options for his behavior in handling situations; 2) explore the idea of getting the family to school so that home and school could work together. (In actuality, this was not possible because the brother, who really dominated the family unit, was convinced that Tom did not belong at school because he was "crazy" and should be put in a state institution. Consequently, the mother was in an ineffectual position, and what was accomplished with Tom had to be done in school.)

In Tom's case, this was possible because school personnel working with Tom by means of 1) short individual conferences (group "rap" sessions); 2) helping him to succeed in those school tasks at which he had previously failed; 3) giving him opportunities for leadership; 4) giving him opportunities to learn how to be "boss over himself" and choose the

adaptive options open to him in how he behaved in various situations.

Success with Tom did not occur overnight. It took a year of concerted effort on the part of school personnel to help him become more self-controlled so that he could handle situations quite adaptively and with a good amount of frustration tolerance. This became a crucial factor in preparing him to return to mainstream education, which he then was able to handle successfully.

As a postscript to the prescription for Tom, concern was voiced regarding how to handle children who have hostile outbursts in school. Several important points were discussed:

> Attitudes of the teacher are of prime importance. If the teacher genuinely shows the attitude that she will not let the child hurt himself or others, and if her attitude has a calming effect on the child who is hostile, as opposed to an antagonistic or condemnatory approach, the probability is that she will help him calm down.
>
> Usually it is not helpful, but only makes matters worse, to try to hold a child down on the floor and subdue him. This increases the hostility because the child feels directly threatened and attacked. To be held down is a dehumanizing position. The teacher has to hold out consistent expectations in regard to herself and the other children, so that the child who is having a temper tantrum doesn't get positive reinforcement of the temper tantrum through a great deal of attention being focused on him.

Any time a child has hostile outbursts, the teacher has to keep in mind the possibility that he is having some type of seizure. Some neurologists call this a "seizure equivalent," others call it a "clinical seizure." The only way that a teacher can differentiate it from a true temper tantrum is that the child really is not in the "driver's seat." He really is oblivious of what's going on around him and what he is doing. If such a seizure is suspected, the child needs neurological help. Through medication, that type of seizure can be brought under control.

STUDENT _____ SCHOOL _____ TEACHER _____

DATE _____ PRESCRIPTION _____ CONSULTANT _____

STRENGTHS	WEAKNESS	DATE	SPECIFIC BEHAVIORAL OBJECTIVES	METHODS OF IMPLEMENTATION	OUTCOME

Appendix No. 1

SAMPLE

_____'s

PROGRESS PATHWAY

for

19____

by

_____

The following code has been used for making judgements about progress:

N - NO OPPORTUNITY to observe that area of performance.

1 - EXTENSIVE IMPROVEMENT NEEDED: no significant change has occurred.

2 - IMPROVING: some gains are being made, but still functioning considerably below potential.

3 - SATISFACTORY: gains are being made at an acceptable level and pace, but has the potential to improve further.

4 - GAINING WELL: but not yet to full potential.

5 - OPTIMAL FUNCTION: performing to capacity and to expected level.

Color Code:	Rating Period	Color
	1st	red
	2nd	yellow
	3rd	green
	4th	blue

A. LEARNING READINESS

	N	1	2	3	4	5
1. Distinguishes between real and make believe in own behavior.	.	.	.	.	.	.
2. Recognizes when others are or are not pretending.	.	.	.	.	.	.
3. Reports personal experiences realistically.	.	.	.	.	.	.
4. When talking with others, speech remains realistic, does not get riddled with fantasy.	.	.	.	.	.	.
5. Participates in activities as a member of the group, instead of only as a loner.	.	.	.	.	.	.
6. Has sufficient frustration tolerance to complete a simple task.	.	.	.	.	.	.
7. Pays attention to a task for 10 to 15 minutes.	.	.	.	.	.	.
8. Usually shifts from one task to another without becoming upset.	.	.	.	.	.	.
9. Shows enough self-control to keep from constantly interrupting others.	.	.	.	.	.	.
10. Works without constant supervision or reminding or cajoling.	.	.	.	.	.	.
11. Does not object to adult direction.	.	.	.	.	.	.
12. Solves simple, everyday problems, such as getting an object from the supply shelf without other objects on top of it tumbling down.	.	.	.	.	.	.
13. Recognizes familiar objects as such at different distances and angles.	.	.	.	.	.	.
14. Knows that familiar objects do not change their size with distance.	.	.	.	.	.	.
15. Distinguishes the difference between common shapes (example: "show me the square")	.	.	.	.	.	.

	N	1	2	3	4	5
16. Identifies common shapes by name. (example: "What is this" - square, circle, triangle)	.	.	.	.	.	.
17. Draws recognizable circles, squares and triangles.	.	.	.	.	.	.
18. Distinguishes the difference between primary colors (example: "show me the red one.")	.	.	.	.	.	.
19. Identifies primary colors by name (example: "Which color is this?")	.	.	.	.	.	.
20. Distinguishes different letters of the alphabet (example: "Show me the D.")	.	.	.	.	.	.
21. Identifies letters of the alphabet by name, not rotely, as letters are shown to him out of sequence.	.	.	.	.	.	.
22. Knows front from back when putting on clothing: for example, knows which armhole to put arm in.	.	.	.	.	.	.
23. Ties own shoe laces, not necessarily with a tight knot.	.	.	.	.	.	.
24. Stays within the lines fairly well while coloring a large figure.	.	.	.	.	.	.
25. Usually shows appropriate loudness and inflection in voice.	.	.	.	.	.	.
26. Speaks clearly enough to be understood by teacher and classmates.	.	.	.	.	.	.
27. Spoken thoughts and feelings are presented logically enough to be understood by others.	.	.	.	.	.	.
28. Has adequate enough vocabulary to express thoughts and feelings.	.	.	.	.	.	.
29. Differentiates between similar sounds in letters and words (example: can - ran, tip - top, rat - ran)	.	.	.	.	.	.

	N	1	2	3	4	5
30. Understands commonly used nouns, verbs and adjectives.	.	.	.	.	.	.
31. Usually understands directions as evidenced by appropriate response to them.	.	.	.	.	.	.
32. Not frequently absent because of illness.	.	.	.	.	.	.
33. Usually arrives at school with person and clothing reasonably clean.	.	.	.	.	.	.
34. Skin usually does not have sores on it.	.	.	.	.	.	.
35. Excessive fatique is not usually in evidence, such as through listless behavior, falling asleep, paleness, circles under eyes, excessive irritability.	.	.	.	.	.	.

B. BASIC SKILLS FOR LEARNING

Alignment skills - those which enable a person to maintain a comfortable, ready-to-act rotation around the body's vertical and horizontal axis.

1. Can stand balanced with feet together, eyes closed.	.	.	.	.	.	.
2. Can balance on one foot (each foot alternately) for six seconds with eyes closed.	.	.	.	.	.	.
3. Walks a ten-foot-long balance beam with normal gait without stepping off.	.	.	.	.	.	.
4. At the chalkboard, repetitive horizontal lines, made by both hands simultaneously, are approximately the same width and length.	.	.	.	.	.	.
5. At the chalkboard, large circles made bimanually are approximately the same size and thickness.	.	.	.	.	.	.

	N	1	2	3	4	5
Transport skills - those which enable a person to move through space effectively and purposefully.						
1. While walking naturally, footsteps are rhythmical.	.	.	.	.	.	.
2. While walking naturally, swings arms normally (contralaterally).	.	.	.	.	.	.
3. While walking naturally, steps are of approximately equal length.	.	.	.	.	.	.
4. Can walk on toes for more than one minute without one or both heels sagging	.	.	.	.	.	.
5. Can walk for one minute on heels, without shoulders hunching forward, and with arms and fingers held naturally.	.	.	.	.	.	.
6. Runs without wobbling or wagging head or falling.	.	.	.	.	.	.
7. Walks as well backward as forward.	.	.	.	.	.	.
8. Uses both feet equally while doing a standing jump.	.	.	.	.	.	.
9. Can hop on either foot for 15 feet or more.	.	.	.	.	.	.
10. Can walk downstairs, alternating feet on one step after the other, without difficulty.	.	.	.	.	.	.
11. Can skip with alternating feet fairly smoothly.	.	.	.	.	.	.
12. Can jump from 12-inch height landing on toes, without losing balance	.	.	.	.	.	.
Manipulative skills - those which enable a person to explore and use objects and tools efficiently and purposefully.						

	N	1	2	3	4	5
1. When eating with a spoon, holds it so that back of hand is under the spoon.	.	.	.	.	.	.
2. No longer needs a spoon for all foods, uses a fork appropriately.	.	.	.	.	.	.
3. Spreads soft butter or jam on bread with a knife quite well.	.	.	.	.	.	.
4. Holds pencil appropriately and without white-knuckle grip.	.	.	.	.	.	.
5. Everyday vocabulary includes directional words such as: up, down, behind, in front of, near, left, right.	.	.	.	.	.	.
6. Does not frequently spill when reaching for and using containers.	.	.	.	.	.	.
7. Copies a triangle without its having rounded corners or "ears."	.	.	.	.	.	.
8. Cuts along lines to cut out a picture fairly accurately and without undue stress. (example: a simple bell)	.	.	.	.	.	.
9. Catches a large ball (soccer-ball size) with both hands when thrown to him.	.	.	.	.	.	.
10. Catches a smaller ball (softball size) with one hand two out of three times when thrown to him.	.	.	.	.	.	.
11. Throws large ball accurately with two hands.	.	.	.	.	.	.
12. Throws smaller ball accurately overhand with one hand.	.	.	.	.	.	.
13. Rides bicycle effectively without training wheels.	.	.	.	.	.	.
14. When at bat, fairly accurate in hitting a softball.	.	.	.	.	.	.

Discriminatory skills - making and applying decisions regarding likenesses and differences in the environment.

	N	1	2	3	4	5
1. While lying on the mat, can raise head when asked to do so, without involving whole body.	.	.	.	.	.	.
2. Can bend and rotate body in various directions upon command.	.	.	.	.	.	.
3. When common objects are placed in a paper bag, identifies them tactually.	.	.	.	.	.	.
4. With eyes closed, knows whether one or two points have been touched either on one finger or more than one finger, four out of five tries, after a demonstration with eyes open. (example: Show me where I touched you.)	.	.	.	.	.	.
5. Identifies shapes traced on his back.	.	.	.	.	.	.
6. Interprets details of light and shadow accurately; for example, does not interpret a deep shadow as a hole in the ground. (In both pictures and reality.)	.	.	.	.	.	.
7. Does not make either static (b-p) or kinetic (saw-was) reversals of letters or words.	.	.	.	.	.	.
8. Recognizes, without looking, common sounds of the environment. (example: car, truck, airplane.)	.	.	.	.	.	.
9. While talking, does not substitute similar sounding words for intended ones; for example, "hostipal" for "hospital."	.	.	.	.	.	.
10. Recalls events in pretty accurate sequence.	.	.	.	.	.	.

Recall skills

1. Accurately carries out three-part verbal commands, each of which is reasonably short and concerns that with which the child is familiar.	.	.	.	.	.	.

	N	1	2	3	4	5
2. Organizes memories of an experience into a verbally presented story that is accurately sequenced, using appropriate vocabulary.	.	.	.	.	.	.
3. Accurately retells stories heard on a record or tape, with appropriate sequencing and use of vocabulary.	.	.	.	.	.	.
4. Can visualize route from classroom to principal's office well enough to draw an accurate map of the route	.	.	.	.	.	.

Perceptual skills - developed from activities in which a person combines and integrates information from seeing, hearing, saying, and touching.

1. When told a simple description (such as of a house or any familiar object), can put these details into a drawing.	.	.	.	.	.	.
2. Can describe a picture with appropriately organized and detailed words.	.	.	.	.	.	.
3. Can tell what something feels like by seeing or hearing it (a velvet cushion, the hissing of a snake, etc.)	.	.	.	.	.	.

C. LANGUAGE SKILLS

1. Is able to follow daily routine, spoken directions.	.	.	.	.	.	.
2. Is able to follow spoken directions for new instructional activities.	.	.	.	.	.	.
3. Demonstrates understanding of stories and poems that are read to him.	.	.	.	.	.	.
4. Demonstrates understanding of films and filmstrips.	.	.	.	.	.	.
5. Actively participates in group discussion.	.	.	.	.	.	.

	N	1	2	3	4	5
6. Enjoys listening activities (stories, poems, music).	.	.	.	.	.	.
7. Speech shows mastery of f (four - thor), v (very - bery), sh (shoe-sue), ch (chair-sair), voiced th (feather-feaver)	.	.	.	.	.	.
8. Speech shows mastery of r (rabbit-wabbit), s (sun-thun), unvoiced th (thumb-fumb)	.	.	.	.	.	.
9. When speaking, usually uses pleasing rhythm, pitch, voice quality (timbre), and intonation (to show feeling).	.	.	.	.	.	.
10. Speaks in simple sentences.	.	.	.	.	.	.
11. Usually demonstrates proper use of present verb tense orally.	.	.	.	.	.	.
a. When writing.	.	.	.	.	.	.
12. Usually demonstrates proper use of past verb tense orally.	.	.	.	.	.	.
a. When writing.	.	.	.	.	.	.
13. Usually demonstrates proper use of future verb tense orally.	.	.	.	.	.	.
a. When writing.	.	.	.	.	.	.
14. Uses pronouns and conjunctions correctly when speaking.	.	.	.	.	.	.
a. When writing.	.	.	.	.	.	.
15. When writing, structures compound sentences correctly.	.	.	.	.	.	.
16. Contributes relevant ideas in group discussions.	.	.	.	.	.	.
17. Relates a story or experience with sufficient clarity and unity that others enjoy listening.	.	.	.	.	.	.
18. Accurately writes a simple sentence.	.	.	.	.	.	.
19. Accurately writes a paragraph.	.	.	.	.	.	.

	N	1	2	3	4	5
20. Demonstrates the ability to research a topic and then organize and present an oral report on it.	.	.	.	.	.	.

D. THINKING SKILLS

1. Can classify objects or events into catagories.	.	.	.	.	.	.
2. Understands the importance of time sequence in events.	.	.	.	.	.	.
3. Understands objects and events in terms of cause and effect relationship.	.	.	.	.	.	.
4. Understands how one person's behavior influences another person's. (example: Knows John is crying because Mary just shouted at him.)	.	.	.	.	.	.
5. Organizes information into new conclusions.	.	.	.	.	.	.
6. Understands how a general statement or law applies to specific situations. (example: When looking at a specific tree which has no leaves, knows it must be fall or winter because deciduous trees shed their leaves in the Fall.)	.	.	.	.	.	.

E. READING SKILLS

1. Recognizes a word when can see, hear, and touch it.	.	.	.	.	.	.
2. Recognizes words quite rapidly from sight alone.	.	.	.	.	.	.
3. Has an adequate specialized vocabulary (science, math, social studies).	.	.	.	.	.	.
4. Uses context clues to aid word recognition.	.	.	.	.	.	.
5. Uses a combination of structural and phonetic analysis as needed to recognize a word.	.	.	.	.	.	.

	N	1	2	3	4	5
6. After silently reading a passage, accurately answers factual questions.	.	.	.	.	.	.
7. Is able to recall details of the passage just read silently.	.	.	.	.	.	.
8. Understands the central theme of passage just read silently.	.	.	.	.	.	.
9. Is able to answer inferential questions about passage just read silently	.	.	.	.	.	.
10. In general, factual and inferential questions are answered as accurately after reading passage aloud as after passage is read silently.	.	.	.	.	.	.
12. Understands how punctuation enhances the meaning of the materials being read.	.	.	.	.	.	.
13. Understands direct address.	.	.	.	.	.	.
14. Understands pronouns and to what they referred earlier in the text.	.	.	.	.	.	.
15. Accurately relates consonant sounds with their proper letters.						
a. When consonant is at beginning of a word.	.	.	.	.	.	.
b. When consonant is at end of a word.	.	.	.	.	.	.
16. Accurately relates consonant blends with their proper letters.	.	.	.	.	.	.
17. The instructional reading level (fluency and accuracy of recall are approximately 75%) is:	_____					
18. The instructional spelling level (spells seven out of ten words accurately is:	_____					

	N	1	2	3	4	5
MATHEMATICS						
1. In speaking vocabulary, child uses quantitative words such as big-little short-tall, many-few.	.	.	.	.	.	.
2. Understands number concepts: (sets)						
a. Zero to nine.	.	.	.	.	.	.
b. Ten to twenty.	.	.	.	.	.	.
c. Fifty to one hundred.	.	.	.	.	.	.
3. Understands mathematical terms and symbols.						
a. Plus (+)	.	.	.	.	.	.
b. Take away (-)	.	.	.	.	.	.
c. Equal (=)	.	.	.	.	.	.
d. Clearly knows the difference between plus and minus.	.	.	.	.	.	.
4. Number Facts.						
a. Understands addition.	.	.	.	.	.	.
b. Understands subtraction.	.	.	.	.	.	.
c. Understands multiplication	.	.	.	.	.	.
d. Understands division.	.	.	.	.	.	.
5. Computation						
a. Knows addition involving no carrying.	.	.	.	.	.	.
b. Knows addition involving carrying.	.	.	.	.	.	.
c. Knows subtraction without borrowing	.	.	.	.	.	.
d. Knows subtraction including borrowing	.	.	.	.	.	.
6. Understands word problems that are read to him.	.	.	.	.	.	.
a. Reads and understands word problems	.	.	.	.	.	.
G. ATTITUDES AND BEHAVIOR						
1. Trusts teacher	.	.	.	.	.	.
2. Accepts persons in authority and classroom rules.	.	.	.	.	.	.
3. Follows daily routine without resistance	.	.	.	.	.	.

	N	1	2	3	4	5
4. Accepts need for given learning activities.	.	.	.	.	.	.
5. Maintains motivation or can be motivated to learn.	.	.	.	.	.	.
6. Maintains realistic goals for self.	.	.	.	.	.	.
7. Can risk playing in games or activities.						
a. 1:1	.	.	.	.	.	.
b. Up to six children.	.	.	.	.	.	.
c. Over six children.	.	.	.	.	.	.
8. Competes appropriately in sports activities and games.	.	.	.	.	.	.
9. Respects rights and property of others.	.	.	.	.	.	.
10. Can share food, toys and other items with others.	.	.	.	.	.	.
11. Shares in taking turns and participating in learning activity groups.	.	.	.	.	.	.
12. Works as neatly as skills allow.	.	.	.	.	.	.
13. Completes assignments in reasonable time.	.	.	.	.	.	.
14. Does independent activities (such as assignments).	.	.	.	.	.	.
15. Participates in class projects.						
a. Small group. (up to six children).	.	.	.	.	.	.
b. Large group. (over six children).	.	.	.	.	.	.

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